



**Fort Erie  
International  
Academy**

**COURSE CALENDAR 2022-2023**

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## MESSAGE FROM THE PRINCIPAL

Welcome to FEIA!

Fortitude, Engagement, Innovation and Altruism- these are the character traits that define FEIA students.

At FEIA, we challenge our staff and faculty to inspire and empower students to realize their academic potential, while motivating our students to become agents of change, innovators, and leaders of global society.

As members of a global society, FEIA strives to help students develop an international mindedness that embraces inclusion and respect for all, while establishing a school culture that is both unique to global education and central to the student experience. Though excellence in academics, athletics and the arts are foundational to our program, at the centre is the development of character. As represented by the four symbols in the FEIA crest, the qualities of strength, peace, leadership and wisdom distinguish graduates of FEIA as contributors to their local, national and international communities.

Our dedicated administrative staff are always here to help students in any situation. We offer comprehensive guidance sessions and assist students with university applications, as well as provide support whenever necessary. We regularly communicate with parents and encourage them to be involved in their child's education.

As a school, it is our priority ensure that your child receives quality education within a safe, respectful and engaging environment. As a principal, it is my responsibly to help students believe in their own abilities, and to inspire them to reach their goals.

I am looking forward to meeting you, and helping you along your journey to becoming the next generation of innovators and leaders!

Sincerely,



Mrs. Baker Principal, FEIA



## MISSION, VISION, VALUES

### Mission

We inspire students to:

- Love to Learn
- Learn to Lead
- Lead to Change

### Vision

FEIA aims to inspire and empower students to realize their academic potential, to become agents of change, innovators and leaders on a global scale.

### Values

In order for students to be ready to learn and develop to their highest potential, Fort Erie International Academy (FEIA) is committed to ensuring that students and staff thrive in a safe and welcoming community that embodies mutual respect and inclusivity, and is equitable and caring.

At FEIA, students will learn how to achieve personal and academic success, develop grit and resilience and be empowered to strive for their goals.

FEIA is committed to creating a diversified, multi-cultural environment that builds positive relationships and promotes enthusiasm for learning, to prepare students for post-secondary education and promising career destinations.

### Program Highlights

- Emphasis on the global context in all curricular areas
- After school extended program: clubs and intramural sports
- English Language program (ESL) for international students
- Ontario Certified teachers well-versed in innovative and progressive teaching strategies
- Small class sizes
- Effective technology tools to support student learning and communication

### Promoting a Positive and Safe Learning Environment

**Fort Erie International Academy** fully embraces the core priorities of the Ministry of Education in Ontario:

1. High levels of student achievement
2. Reduced gaps in student achievement

FEIA has focused on putting supporting conditions in place to help achieve these priorities. FEIA has invested in initiatives in equity and inclusive education, character development, student engagement, safe and accepting schools, healthy schools, community partnerships and leadership. Collectively, these initiatives have helped to create the conditions needed for a **respectful, safe, inclusive and accepting learning environment**.

FEIA pledges to provide students with a wide range of opportunities and ways to learn and to practise and demonstrate their learning. Students learn about the diversity of their world and come to understand the importance of learning and of being responsible global citizens.

FEIA will:

- provide relevant opportunities for students and staff to learn about diverse histories, cultures and perspectives – for example, about Aboriginal traditions and treaty histories and about women’s contributions to science and technology.
- implement curriculum materials, displays, and print and electronic resources that reflect the diversity of the student population. Students will be able to recognize themselves in their learning materials and resources.
- reinforce, acknowledge and celebrate positive student behaviour
- provide ongoing learning opportunities to explore bias and discrimination as well as the impact of the experience of exclusion – and of inclusion – on student achievement and well-being.
- conduct school climate surveys and review and analyze the results and other data to inform school and classroom practice.
- implement a whole-school bullying prevention and intervention program in place, instructing our teachers to teach all students to identify and address bullying and discrimination by helping them develop the confidence to make their own decisions and the courage to stand up for what they believe is right. Empower students to take responsibility for their actions. This includes thinking about their choices and decisions as bystanders.
- establish procedures that enable students to safely report incidents of discrimination, harassment and bullying.
- participate, as a school, in events such as Bullying Awareness and Prevention Week (the week beginning the third Sunday in November), the National Day against Homophobia, and International Women’s Day, to show that discrimination, harassment and bullying will not be tolerated in the school.
- support student-led presentations and activities that promote understanding and build awareness, respect and inclusiveness among all students around issues such as bullying, homophobia, sex/gender violence and racism.
- build an understanding of mental illness, and help reduce the stigma attached to it, by posting information about emotional and social well-being (e.g., posters, information sheets) throughout the school.



- reach out to diverse community partners, using strategies designed to welcome and engage them in the life of the school.

## SECTION I: PROGRAM AND DIPLOMA INFORMATION

Fort Erie International Academy strives to provide a warm and empathetic environment which allows students with a variety of learning styles to reach their academic, ethical and aesthetic potential. FEIA is experiential based, and students are exposed to a variety of teaching styles in multiple locations, both within the traditional classroom, and through our local community-based experiences. FEIA is committed to the promotion of both the liberal arts and sciences, we offer opportunities for interdisciplinary study and enrichment taking us beyond the expectations set out by the Ontario Ministry of Education.

### Diploma Information and Requirements

Students at Fort Erie International Academy will complete their secondary school studies in compliance with the requirements set out for Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements 2016.

The requirements for earning an Ontario Secondary School Diploma (OSSD) as described by OS 2016 are as follows:

- students must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits;
- students must meet the provincial secondary school literacy requirement; and
- students must complete 40 hours of community involvement activities. (**Ontario Schools K-12 Policy and Program Requirements 2016 S.6.1**).

In order to obtain the Ontario Secondary School Diploma, students must earn a total of 18 compulsory credits. The courses that students can take to meet the compulsory credit requirements are described in the curriculum policy documents for the various disciplines (*see section 2.2 of Ontario Schools Kindergarten to Grade 12 Policy and Program Requirements 2016*). The compulsory credits are to be distributed as shown on the next page.

# What do you need to graduate from high school?

## 18 compulsory credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

4	credits in English (1 credit per grade)*
3	credits in mathematics (1 credit in Grade 11 or 12)
2	credits in science
1	credit in Canadian history
1	credit in Canadian geography
1	credit in the arts
1	credit in health and physical education
1	credit in French as a second language
0.5	credit in career studies
0.5	credit in civics

In addition, students must complete:

- ✓ 12 optional credits<sup>†</sup>
- ✓ 40 hours of community involvement activities
- ✓ the provincial literacy requirement

Plus one credit from each of the following groups:

### Group 1:

- English or French as a second language\*\*
- a Native language
- First Nations, Metis, and Inuit studies
- 1 • a classical or international language
- social sciences and the humanities
- Canadian and world studies
- guidance and career education
- cooperative education\*\*\*

### Group 2:

- health and physical education
- 1 • the arts
- business studies
- French as a second language\*\*
- cooperative education\*\*\*

### Group 3:

- science (Grade 11 or 12)
- 1 • technological education
- French as a second language\*\*
- computer studies
- cooperative education\*\*\*

\* A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

\*\* In groups 1, 2 and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.

\*\*\* A maximum of 2 credits in cooperative education can count as compulsory credits.

† The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

[ontario.ca/graduatehighschool](http://ontario.ca/graduatehighschool)

### Compulsory Credits (Total of 18)

Please refer to the chart on the previous page.

### Elective Credits (Total of 12)

#### 12 credits selected from available courses

Under special circumstances and with the approval of the principal, substitutions may be made for up to 3 of the compulsory credits using courses from the remaining courses offered that meet the requirements for compulsory credits.

**Students who wish to attend an Ontario University must take appropriate courses in their senior years. Students must check the university admission requirements for the program they wish to enter. STUDENTS MUST ALSO COMPLETE 40 HOURS OF COMMUNITY INVOLVEMENT AND PASS THE HIGH SCHOOL LITERACY TEST SET BY THE MINISTRY OF EDUCATION.**

FEIA operates under the assumption that all students are working toward the completion of the Ontario Secondary School Diploma (OSSD) and will remain in secondary school until the OSSD has been completed or the student has reached the age of majority (18) whichever comes first.

**In Ontario, As of December 20, 2006, all students under 18 years of age, are required to be in attendance at school unless they have already graduated or are otherwise excused from attendance at school.**

Please refer to the Ministry of Education's website:

<http://www.edu.gov.on.ca/extra/eng/ppm/graduate.html>

### Ontario Secondary School Certificate

Although the expectation is that all students attending Fort Erie International Academy will qualify for the OSSD, the Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:

<b>Compulsory credits (total of 7)</b>	<b>Optional credits (total of 7)</b>
2 credits in English 1 credit in Canadian geography or Canadian history 1 credit in mathematics 1 credit in science 1 credit in health and physical education 1 credit in the arts or technological education	7 credits selected by the student from available courses. The provisions for making substitutions for compulsory credits (Substitutions for Compulsory Courses) also apply to the Ontario Secondary School Certificate.

## **The Certificate of Accomplishment**

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school. The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an IEP, a copy of the IEP may be included. Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly, but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted only when a student has fulfilled the appropriate requirements.

## **Course and Credits**

Credit courses at Fort Erie International Academy are delivered in accordance with Ontario Ministry of Education Guidelines. These courses will generally be offered beginning in Grade 9; although, some students may earn some secondary school credits prior to entering the secondary school program by enrolling in private, semi-private, summer or night school programs. An entry will be made on the Ontario Student Transcript (OST) for each course successfully completed.

## **Definition of a Credit**

The credit course is a full-semester course unless otherwise stated and a credit will be awarded upon successful completion of the prescribed curriculum. Each grade 9 -12 course has been scheduled for a minimum of 110 hours with the exception of the half credits in Career Studies and Civics which are scheduled for a minimum of 55 hours and carry the value of 0.5 credit

The courses leading to the Ontario Secondary School Diploma (OSSD) are developed in compliance with the requirements set out in the curriculum documents provided by the Ontario Ministry of Education. At Fort Erie International Academy, these courses may be offered at the Academic (D), Applied (P) or Open (O) level in Grades 9 and 10 and at the University Preparation (U), University/College Preparation (M) or College Preparation (C) level in Grades 11 and 12. All courses provide opportunities for enrichment in keeping with our desire to produce postsecondary and life ready graduates.

## **Course Types**

### **Grades 9 and 10**

**Academic courses** emphasize theory and abstract problem solving. These courses focus on knowledge acquisition and the development of analytical skills emphasizing theoretical and abstract application of essential concepts.

**Applied courses** focus on practical applications and concrete examples.

**Open courses** prepare students for further study in certain subjects and generally enrich education.

Students may change course type when they move from a Grade 9 course to a Grade 10 course. For example, if they complete Grade 9 applied science, they may take Grade 10 academic science. In mathematics, a transfer credit is required in order to make this transition.

A student wishing to change course types between Grades 10 and 11 and/or Grades 11 and 12 may, for example:

- take a transfer course that will bridge the gap between course types
- take a course of another type (e.g., academic) that will satisfy the prerequisites for a course in a higher grade (e.g., a university preparation course) that the student wishes to take.

**Note:** Students wishing to change a course type should consult with their guidance teacher/counsellor.

### **Grades 11 and 12**

**University preparation** courses prepare students with the knowledge and skills needed to meet the entrance requirements for university programs in Ontario, Canada and the rest of the world.

**University/College preparation** courses prepare students with the knowledge and skills needed to meet the entrance requirements for specific programs offered at universities and colleges around the world.

**College preparation** courses prepare students with the knowledge and skills required to meet the entrance requirements for most college programs or apprenticeships and other training programs throughout Canada.

**Open courses** broaden knowledge and skills in a subject. Open courses are not designed to meet the specific requirements of universities, colleges, or the workplace.

**Transfer Courses** are 0.5 credit courses that bridge the gap between courses of two different levels in the same subject. Students who revise their educational and career goals and who wish to change from one level of a course in a particular subject but lack the prerequisite course may do so by taking a transfer course.

**Specialized Programs** are programs that provide students with a particular curriculum focus to assist them in meeting diploma requirements and in making the transition to postsecondary destinations (i.e. college, apprenticeship programs, the workplace, and university). Students who do not have a specific career in mind but who wish to pursue their studies at the postsecondary level could take a university preparation or college preparation program. Students who wish to go directly into the work force could take a school to work transition program. **Additional information on courses of study offered at each school and curriculum documents are available by contacting the guidance staff.**

## Prerequisites and Corequisites

**Prerequisite:** A course that a student must pass before enrolling in the more advanced course. Equivalent skills or prior experience that a student possesses may also be accepted as a prerequisite for a course. An assessment exam with qualifying scores may also meet a prerequisite, for more details visit <http://sbcc.edu/assessmentcenter/>

**Corequisite:** A course that a student must enroll in at the same time as, or in some cases prior to, enrolling in the desired course.

Courses in Grades 10, 11, and 12 may have prerequisites or corequisites (MCV4U) for enrolment. All prerequisite courses are identified in Ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites. Schools must provide parents and students with clear and accurate information about prerequisites. If a parent or an adult student (a student who is eighteen years of age or older) requests that a prerequisite be waived, the Principal will determine whether or not the prerequisite should be waived. A Principal may also initiate consideration of whether a prerequisite should be waived. The Principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff. In cases where the parent or the adult student disagrees with the decision of the Principal, the parent or the adult student may ask the appropriate supervisory officer to review the matter.

## Skills Advisory Recommendations:

In addition to prerequisites, some courses at Fort Erie International Academy have **recommended minimum entry requirements**, which are noted in the Course Descriptions. These recommendations have been established as a means of alerting students to the minimum standards necessary for class success.

Most courses at the senior level at FEIA have prescribed prerequisites and/or corequisites. Prerequisites and corequisites requirements for a course can be found by checking the course descriptions in this calendar or curriculum documents on the Ministry of Education website. Prerequisites and corequisites are intended to improve a student's chance of academic success. If a student does not meet the prerequisite(s) or corequisite(s) for a course as indicated, the student will be prevented from enrolling in the class. The student must complete a **Prerequisite Challenge Form** available from the Office to petition to enroll in the class requiring the prerequisite or corequisite. The permission of the Principal is required.

Successful completion of a prerequisite or corequisite course is achieved by a final grade of a 50% or higher. Checking of completed or "in progress" prerequisite courses taken at FEIA will be undertaken when a student makes their course selections.

## Challenging a Prerequisite or Corequisite:

A student may petition to challenge a prerequisite based upon one or more of the following:

- Student has the knowledge or ability to succeed in the course despite not meeting the prerequisite (e.g. student has prior course work, assessment levels, certification or work experience that satisfies the prerequisite, or by other criteria presented by the student).

- The prerequisite course has not been made reasonably available ("reasonably available" is defined as availability of courses at Fort Erie International Academy).

All **Prerequisite Challenge Forms** must be received prior to the start date of the student's enrollment term. If the student has enrolled in a course pending the outcome of the petition and the petition is denied, the student will be dropped from the course.

**IMPORTANT NOTES:**

- All Prerequisite Challenges are processed within 5 school days upon receipt (excluding weekends and holidays).
- Students who file challenges prior to the first day of the term/semester are permitted to pre-enroll for the class once the challenge is received, deemed complete and while the paperwork is being processed.

**Prerequisite Waiver**

Students who have not completed exact prerequisites may be eligible for a prerequisite waiver. In such instances, the student may be a mature student, homeschooled, have completed similar courses in another province or country, or have relevant education or life experience beyond secondary school. Students wishing to apply to have a prerequisite waived should complete a Prerequisite Waiver Application (available in the School Office) and return it, along with all supporting documentation, to the appropriate FEIA guidance coordinator. The Prerequisite Waiver Application should be completed **prior to** registering for a course.

**The Course Code: How to read the Code**

All courses are identified by three letters followed by a number and a letter. For example, "ENG2D" means English for Grade 10 students, an academic course. The first character indicates the subject area:

<b>A</b> Arts	<b>B</b> Business	<b>C</b> Canadian and World Studies	<b>E</b> English
<b>F</b> French	<b>G</b> Guidance and Career Education	<b>H</b> Social Sciences and the Humanities	<b>I</b> Computer Studies, Interdisciplinary Studies
<b>L</b> Classical and International Languages	<b>M</b> Mathematics	<b>N</b> First Nations, Métis, and Inuit Studies	<b>P</b> Health and Physical Education
<b>S</b> Science	<b>T</b> Technological Studies		

The next two characters differentiate between subjects within the subject area: CGC means Geography of Canada while CHC means Canadian History since World War I. The first number indicates the grade level of the course:

1      Grade 9



- 2 Grade 10
- 3 Grade 11
- 4 Grade 12

The letter following the first number indicates the nature of the course or the level of difficulty:

<b>D</b> Academic	<b>O</b> Open	<b>P</b> Applied
<b>C</b> College	<b>U</b> University Preparation	<b>M</b> College/University Preparation.

### Course Outlines and Curriculum Documents

The courses offered at FEIA are outlined in this manual. Parents and students who require a more detailed explanation of course content or Ministry of Education policy may consult with individual subject teachers or administrators at our campus. Official Ministry of Education documents may be accessed at [www.edu.gov.on.ca](http://www.edu.gov.on.ca)

### Substitution for Compulsory Credit

In order to provide the flexibility to tailor an individual student's program to the student's needs and to support his or her progress through secondary school, **Principals may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3)**. Substitutions will be considered when it is clear that they will promote and enhance student learning or in response to special needs and interests. Two half-credit courses may be used through substitution to meet one compulsory credit requirement (counted as one substitution); one full-credit course may be used through substitution to meet the two compulsory half-credit requirements of civics and career studies (also counted as one substitution).

The decision to substitute one course for another for a student will be made only if the student's educational interests are best served by such a substitution.

If a parent or an adult student (a student who is eighteen years of age or older) requests a substitution, the Principal will determine whether the substitution should be made. The Principal may also initiate consideration of whether a substitution should be made. The Principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff. **Substitution Request Forms** are available in the School Office.

In all cases where the parent or the adult student disagrees with the decision of the Principal, the parent or the adult student may ask the appropriate supervisory officer to review the matter.

#### The following are limitations on substitutions for compulsory credits:

- In general, English as a second language and English literacy development courses may not be used to substitute for a compulsory credit. (They may be used, however, to meet the compulsory credit requirements for up to three English credits.);

- No more than one Learning Strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement;
- Credits earned for Cooperative Education courses may not be used through substitution to meet compulsory credit requirements;
- A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet.

Each substitution will be noted on the student's Ontario Student Transcript upon successful completion of the designated credit along with a special indicator noting the substitution.

### **Community Involvement (CI)**

In order to develop a sense of civic responsibility and community values, students at Fort Erie International Academy must complete a minimum of 40 hours of Community Involvement as a compulsory component of the Ontario Secondary School Graduation Diploma (OSSD). Staff at Fort Erie International Academy in partnership with the Principal, will discuss appropriate types of CI activities and projects with students and may offer suggestions, but the selection and management of the involvement is to be directed by the student in consultation with campus administration. The following conditions apply to CI activities:

- Prior to the beginning of an activity, it must be recorded and approved by the school administration using the appropriate **Community Involvement Form** available from the Office;
- Activities may take place inside or outside the school; those which occur inside the school may not be part of a credit program;
- Activities may take place during the school day, but must occur outside the student's scheduled course time, that is, during the lunch hour, or before or after classes;
- Student fundraising, and acting as a student assistant, tutor, or peer helper or mediator within the school qualify as Community Involvement activities;
- Volunteer activities, tutoring, fund-raising, coaching, or other work with community groups or charitable organizations qualify as Community Involvement, as long as the student is not paid for the work done;
- Independent activities in the community may count, such as visiting, helping out, and picking up groceries or supplies for an elderly or disabled neighbour; shoveling snow or raking leaves, etc. Documentation must be received from the community member, and no payment of any kind may be received for these activities.

### **Ontario Secondary School Literacy Test (OSSLT)**

The Ontario Secondary School Literacy Test (OSSLT) is the method used for assessing the literacy skills of students in Ontario for the purpose of determining whether they meet the provincial

secondary school literacy requirement for graduation. The test thus identifies students who have demonstrated the required skills in literacy, as well as those who have not demonstrated the required skills and will need to do further work. The test identifies the specific areas in which these latter students need assistance and remediation.

- The test is scheduled by and administered through the **Education Quality and Accountability Office (EQAO)** once each year, usually in the spring.
- Students will usually take the OSSLT in the school year following their grade 9 year unless a deferral is granted by the Principal.
- Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years, on dates scheduled by the EQAO. Once students have successfully completed the OSSLT, they may not retake it.
- Students who are English language learners may be entitled to special provisions. For students with special education needs, accommodations specified in the student's IEP will be made available on the day of the test.

A student will take the OSSLT in the language of instruction of the school in which he or she is enrolled in at the time the test is administered. Fort Erie International Academy will ensure that this policy is made known to students and to parents of students who are planning to transfer from FEIA to the French-language system, or vice versa, and who have not yet fulfilled the literacy graduation requirement.

- A student who has successfully completed the OSSLT in either English or French at the student's previous school is considered to have met the literacy graduation requirement and will not have to retake the test in the other language after transferring to FEIA.
- Fort Erie International Academy will provide remedial assistance for students who do not complete the test successfully. This remedial assistance will be designed to help students improve their skills so that they are better prepared to retake the literacy test.  
**The credit course in Learning Strategies will be of use in this regard.**

### **Accommodations, Deferrals and Exemptions**

#### **Accommodations:**

The necessary accommodations will be made to ensure that students who have an **Individual Education Plan (IEP)** or identifiable Learning Exceptionalities\* have a fair and equal opportunity to successfully complete the secondary school literacy test.

Students needing such accommodations may or may not have been formally identified as exceptional by an Identification, Placement, and Review Committee (IPRC) but rather have been cited by FEIA Staff in consultation with the Principal as needing accommodations.

The accommodations made will be the same as those that are set out in the student's IEP and/or that are available to the student in the course of his or her regular school work, including

examinations and other forms of evaluation; while accommodations such as alternative forms of print and extra time will be allowed, the actual content of the secondary school literacy test cannot not be altered.

**Deferrals:**

Students who might benefit from a deferral of the test may include students who have been identified as exceptional and students registered in English as a second language/English literacy development (ESL/ELD) courses, who have not yet acquired the level of proficiency in English required for successfully completing the test. This will be particularly relevant to our international students.

**Exemptions:**

A student must have an IEP that clearly indicates he or she is not working towards a secondary school diploma in order to be exempted from writing the OSSLT. The Principal, in consultation with the parent(s)/guardian(s) and student, will make all decisions regarding exemptions.

- In its initial year of operation, FEIA will be hosting students originating in China. As required, the School will respond to the individual needs of students by developing an internal system for assessing and accommodating Learning Exceptionalities as they manifest themselves.

**Ontario Secondary School Literacy Course (OSSLC)**

Policy requirements for taking the Ontario Secondary School Literacy Course (OSSLC) are contained in the curriculum policy document *The Ontario Curriculum: English – The Ontario Secondary School Literacy Course (OSSLC), Grade 12*. Students who pass the course are considered to have met the literacy graduation requirement.

The reading and writing competencies required by the Ontario Secondary School Literacy Test (OSSLT) form the instructional and assessment core of the course which differs from other courses in that it outlines specific requirements for evaluation in order to ensure alignment with the requirements of the OSSLT.

If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enroll in the OSSLC. The Principal has the discretion to allow a student to enroll in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the Principal determines that it is in the best educational interest of the student.

The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma.

A student cannot be granted credit for the OSSLC through the challenge process from the Prior Learning Assessment and Recognition (PLAR) policy.

For students with special education needs, accommodations specified in the student's IEP will be made available to the student throughout the course. However, because achievement of the expectations in this course represents fulfillment of the literacy requirement for graduation, no modifications of the expectations will be permitted.

Students who were receiving special education programs and/or involvements and had an IEP documenting accommodations required during the taking of the OSSLT may be eligible to enroll directly in the OSSLC if the required accommodations were not available on the day the OSSLT was administered. In such cases, the student must have been present to take the test, but the required accommodations, or a reasonable alternative to them, were unavailable to the student during the whole test or part of the test. Students who find themselves in these circumstances in June of their graduating year may be eligible for the adjudication process established by the school (in such circumstance specific information on the process is available from the school office).

### **Adjudication Process**

In exceptional circumstances, Fort Erie International Academy may convene an adjudication panel of teachers and administrators should a student, in a position to graduate, was unable to successfully complete the OSSLT and if the student meets one or more of the criteria outlined in ***Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, section 6.1.33***

## SECTION II-ASSESSMENT, EVALUATION AND REPORTING

At Fort Erie International Academy, diagnostic, formative and summative assessment of student progress is ongoing. Evaluation of each student's achievement will include:

- the issuance of formal Interim report card part way through the semester and a Final report card at the end of each semester;
- parent/teacher/student Interview conference each semester;
- contact with individual course teachers through email.

Where a student's progress is clearly in need of remediation, a plan for improvement will be developed in collaboration with the student and monitored by the Principal and the relevant course teacher. In this way, Fort Erie International Academy supports Ontario Ministry of Education policies for Assessment and Evaluation (*Growing Success* and the curriculum expectations and achievement levels outlined in the elementary and secondary curriculum guidelines).

### Assessment and Evaluation at Fort Erie International Academy

Information relating to the policies, procedures and criteria involved in the assessment and evaluation of individual student achievement will be provided to each student and parent at the commencement of each semester in the form of a **Course Outline**. The Outline will contain a brief rationale for the course including a basic description and units of study breakdown plus an Evaluation Profile which clearly outlines the content and weighting of Achievement Chart Categories and how interim and final grades will be determined.

**As per Ministry of Education policy, final grades in all credit courses (9 – 12) will be weighted 70% for course work and 30% for the Final Summative Evaluation.**

*Growing Success: Assessment, Evaluation and Reporting in Ontario's Schools, First Edition Covering Grades 1 to 12* outlines the requirement for assessment and evaluation and reporting of student progress in all courses. The main purpose of assessment and evaluation is to improve student learning. The information gathered helps our teachers identify our students' strengths and those areas needing improvement. At Fort Erie International Academy, all teachers are directed to adapt their instructional methods to the needs of their students.

Fort Erie International Academy actively pursues the **Seven Fundamental Principles of Assessment and Evaluation** from *Growing Success*, ensuring that all assessment, evaluation, and reporting is valid and reliable, and lead to the improvement of learning for all students. Teachers are instructed to use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of each course and at other appropriate points throughout the course;

- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

## Definitions

**Assessment** is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “**assessment for learning**” and “**assessment as learning**”. As part of assessment *for* learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

**Evaluation** refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students know and can do with respect to the overall curriculum expectations. **Evaluation is based on assessment of learning** that provides evidence of student achievement at strategic times throughout the grade/course, often at the end of a period of learning. For the entire Growing Success document please refer to: <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>.

In order to ensure that assessment and evaluation are valid and reliable and that they lead to the improvement of student learning, teachers will use a variety of assessment and evaluation strategies that:

- address both what the students learn and how well they learn;
  - are based both on the categories of knowledge and skills and on the achievement chart that appears in the curriculum policy documents for each discipline;
  - are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
  - are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
  - are fair to all students;
  - accommodate the needs of exceptional students, consistent with the strategies outlined in their Individual Education Plans (IEPs);
  - ensure that each student is given clear directions for improvement;
  - promote students' abilities to assess their own and each other's' learning, and to set specific goals;
  - include the use of samples of students' work that provide evidence of their achievement;

- are communicated clearly to students and parents at the beginning of the course and at the appropriate points throughout the course.

### Percentages Letter Grades and Achievement Levels

Percentage Range	Letter Grade	Achievement Level
95-100	A+	4+
87-94	A	4
80-86	A-	4-
77-79	B+	3+
73-76	B	3
70-72	B-	3-
67-69	C+	2+
63-66	C	2
60-62	C-	2-
57-59	D+	1+
53-56	D	1
50-52	D-	1-
<50%	F	R

### Final Summative Evaluation(s)

All credit courses will deliver a final evaluation in the form of an examination, performance assessment, essay assessment, culminating project and/or other method approved by the Principal and suitable to the evaluation of course expectations. All final evaluations will be administered within the final two weeks of the Semester. All final examinations in credit courses will occur during designated examination periods at the end of each semester on campus. **No student shall be asked to submit new work for evaluation in the last three days of the Semester (except in cases where an approved culminating project is in place) wherein students and teachers will review course material in preparation for the Final Summative Assessment.**

### The Ontario School Record (OSR)

An Ontario School Record (OSR) is established for each student who enrolls in an Ontario School operated by a school board, private school or the Ministry of Education. At Fort Erie International Academy, the OSR folders are kept in a secure environment at the school.

The Principal of Fort Erie International Academy will:



- establish, maintain, retain, transfer, and dispose of a record for each student enrolled in the school in compliance with the policies and procedures established by the *Ontario School Record (OSR) Guideline, 2010*;
- ensure that the materials in the OSR are collected and stored in accordance with the policies in the guideline and those established by the school; • ensure the security of the OSR;
- ensure that the staff at Fort Erie International Academy who perform clerical functions with respect to the establishment and maintenance of the OSR, are aware of the confidentiality provisions in the Education Act and the relevant freedom of information and protection of privacy legislation.

Fort Erie International Academy will use information from an OSR to assist in program planning for each student.

When a student transfers to another school in Ontario, Fort Erie International Academy requires an official written request from the new school. When a student transfers to another school outside Ontario, only a copy of the student's OSR will be sent upon receipt of an official written request accompanied by a written statement indicating consent to the transfer, which is signed by the parent(s) of the student if he or she is not an adult (18 years of age or older), or by the student if he or she is an adult, from the receiving school.

When a student retires from Fort Erie International Academy, the Principal will give the parent(s) of the student if he or she is not an adult, or to the student if he or she is an adult, an up-to-date copy of the student's OST, if applicable.

At Fort Erie International Academy, the following components of the OSR will be retained for five years after a student **retires** from school:

- secondary report cards;
- the documentation file, where applicable;
- additional information that is identified by the Principal and Guidance Head, as appropriate for retention.

The following components of the OSR will be retained for fifty-five years after a student **retires** from school:

- the OSR folder;
- the OST;
- the office index card.

The destruction of all or any part of the OSR when its retention is no longer required under the guideline will be affected under conditions that ensure the complete and confidential disposal of the record.

## Reporting

Fort Erie International Academy uses Interim and Final Report Cards to identify to students and parents the most consistent level of performance that the student has demonstrated throughout each course. Additionally, the student's strengths and weaknesses are indicated, as are the steps needed for improvement. Report Cards are individualized and anecdotal. An original copy of the report card will be retained in the student's OSR.

For part time and summer courses a Report Card will be mailed to a student's home school. Students must check with their Guidance Office to ensure that the report card arrived. Fort Erie International Academy retains copies of a student's official documents for a period of one year after the completion of a course.

## Calculating the Final Average

### *Report Card Average and Median*

Interim and Final Report Card averages are based on the total program delivered in each Semester. The course median is the percentage mark at which 50 per cent of the students in the subject/strand/course have a higher percentage mark and 50 per cent of the students have a lower percentage mark.

**The course median for each course is shown on the report card and all students who are taking the course are included in the calculation of the median for the course.**

## Attendance and Performance Levels

Consistent attendance and active participation are key components of successful performance in each course. A credit is granted in recognition of the successful completion of a course of a minimum 110 hours. The Ministry of Education and FEIA places equal emphasis on both the content and the process of learning. Classroom time takes on even greater significance in light of our accelerated and enhanced course offerings. ***Growing Success*** demands increased reliance on classroom performance based assessment and as a result, regular classroom attendance is essential so that evaluation and the awarding of credits will not be jeopardized. **The school reserves the right to discontinue a student's enrollment where there is chronic absenteeism or extended non-attendance in one or more courses.**

## Full Disclosure

Full Disclosure is a Ministry of Education requirement for all Grade 11 and 12 courses. All attempted Grade 11 and 12 course codes and marks earned will be recorded on the Ontario Transcript. If a course is dropped within 5 instructional days following the issue of the first provincial report card it will not appear on the transcript. Students must have the paperwork for all course deletions completed and returned to his or her guidance counsellor prior to the ministry deadline.

### Withdrawal from a Course

If a student, including a student with an IEP, withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial report card in a semestered school or five instructional days following the issue of the second provincial report card in a non semestered school the withdrawal is not recorded on the OST.

If a student withdraws from a course after five instructional days following the issue of the first provincial report card in a semestered school or five instructional days following the issue of the second provincial report card in a non semestered school, the withdrawal is recorded on the OST by entering W in the Credit column. The student's percentage grade at the time of the withdrawal is recorded in the Percentage Grade column. **Although this is unlikely to occur, a withdrawal for Grade a 9 or 10 course is not recorded on the OST.**

### Failure to Complete Courses

If a student has completed a course, but has failed to achieve the curriculum expectations at a passing level, FEIA staff will determine the best way to enable the student to earn a credit for the course, in consultation with the student and parents/guardians. If possible, the student should be allowed to repeat only the material relating to the expectations not achieved. This may be done at summer school, through independent study, through an individualized remediation program, by distance education, or he or she may be required to, or choose to, repeat the entire course.

### Repetition of a Course

- Only one credit is earned if a course is repeated
- An "R" appears on the student's OST beside the lower mark. Each mark is recorded (the original mark and the repeated mark)

### Full Disclosure

All grade 11 and 12 courses will be subject to a Full Disclosure policy. Each course will be recorded on a student's transcript, whether the course has been successfully completed or not. This information is to be made available to Universities (or Community Colleges) for their consideration when making admission and scholarship decisions.

### Procedures for Students Who Wish to Change Course Types

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need. Schools must make provisions to allow students to make such changes of direction and must clearly describe these provisions in their school program/course calendar.

In most cases, a student may enroll in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the principal. In the case of mathematics, however, the sole

prerequisite for the Grade 10 academic mathematics course is the Grade 9 academic mathematics course, so a student who is planning to move from the Grade 9 applied mathematics course to the Grade 10 academic mathematics course must take either the designated transfer course or the Grade 9 academic mathematics course.

In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, or independent study (see section 10).

If the principal believes that a student can be successful in a particular course without having taken the prerequisite course, the principal may waive the prerequisite.

### Promotion Standards

While credits may be earned with a minimum grade of 50%, a higher standard of achievement is expected of academically able students. An average in the 75%+ range is appropriate for those seeking admission to post-secondary programs with much higher averages expected for high demand and limited enrolment programs. Promotion meetings will be held at the conclusion of each semester to discuss each student's performance.

### Academic Integrity

Students at FEIA are expected to act with honesty and integrity in all academic work. Students are taught appropriate techniques for crediting sources, and are required to use these at all levels. As academic seniority increases, expectations for academic honesty become more stringent. **Please note that:**

- submitting the thoughts or writings of others as if they were your own is plagiarism;
- work complete with the aid of a tutor may not be substituted as the student's own work;
- while discussion and advice are welcome, tutors, parents and other family members are asked not to revise/re-write student's assignments;
- academic work completed for one course may not be submitted for use in another course, unless specific permission is requested and is granted by the teachers assigning the work;
- sharing or copying work of another student is not allowed.

**Plagiarism, or any other form of academic dishonesty, will be viewed as a serious offence.** At FEIA, we believe all students approach their academic work with honesty and integrity. We believe that situations where academic dishonesty arise provide a learning opportunity. That being said, we feel it necessary to have a policy in place to help students learn and understand the importance of academic integrity and proper application of research. **See FEIA Policy and Procedures Manual for a summary of potential consequences for academic dishonesty**

## SECTION III-COURSE OFFERINGS AND COURSE DESCRIPTIONS

The course offerings and prerequisite charts illustrated below reflect the intended offerings for the School's inaugural year of operation and the School may make the decision to reduce the number of offerings or add new courses as required in response to enrolment. Complete Course Outline documents are available for viewing at the School and are based on the Ontario Ministry of Education curriculum documents which may be accessed at:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

In many cases, students are required to complete a prerequisite or be enrolled in a corequisite course prior to their admission to their current courses. A **prerequisite** means a course or other requirement that a student must have taken prior to enrolling in a specific course or program. A **corequisite** means a course or other requirement that a student must take at the same time as another course or requirement.

Sometimes, the School will make an **advisement recommendation** which means that at the time of enrolment, a student is advised, but not required to meet, before enrolling in a course.

### Grade 9 Offerings

English (ENG1D)	Mathematics (MTH1W)
French (FSF1D)	Science (SNC1W)
Canadian Geography (CGC1D)	Healthy Active Living Education (PPL1O)
Introduction to Business (BBI1O)	Drama (ADA1O)
Healthy Living and Large Group Activities (PAL1O)	Visual Arts (AVI1O)
Healthy Living and Large Group Fitness (PAF1O)	

### Grade 10 Offerings

English (ENG2D)	Principles of Mathematics (MPM2D)
Science and Technology (SNC2D)	Canadian History (CHC2D)
Career Education (GLC2O - 0.5 credit)	Civics (CHV2O – 0.5 credit)
French (FSF2D)	Exploring Family Studies (HIF2O)
Healthy Active Living Education (PPL2O)	Visual Arts (AVI2O)
Healthy Living and Large Group Activities (PAL2O)	Introduction to Business (BBI2O)
Healthy Living and Large Group Fitness (PAF2O)	Food and Nutrition (HFN2O)
Drama (ADA2O)	

### Grade 11 Offerings

English (ENG3U)	Functions (MCR3U)
Visual Arts (AVI3M)	Functions and Applications (MCF3M)
Introduction to Anthropology, Psychology and Sociology (HSP3U)	Financial Accounting Fundamentals (BAF3M)
Healthy Living and Large Group Activities (PAL3O)	Canadian Law (CLU3M)
Healthy Living and Large Group Fitness (PAF3O)	Presentation and Speaking Skills (EPS3O)
American History (CHA3U)	Physics (SPH3U)
Introduction to Computer Science (ICS3U)	Biology (SBI3U)
Chemistry (SCH3U)	Travel and Tourism (CGG3O)
French (FSF3U)	

## Grade 12 Offerings

Advanced Functions (MHF4U)	English (ENG4U)
Canadian & International Law (CLN4U)	Biology (SBI4U)
Data Management (MDM4U)	Business Leadership (BOH4M)
Healthy Living and Large Group Activities (PAL4O)	Financial Accounting Principles (BAT4M)
Healthy Living and Large Group Fitness (PAF4O)	Visual Arts (AVI4M)
Recreation and Healthy Living Leadership (PLF4M)	International Business Fundamentals (BBB4M)
The Writer's Craft (EWC4U)	Families in Canada (HHS4U)
Chemistry (SCH4U)	Physics (SPH4U)
Challenge and Change in Society (HSB4U)	Economics (CIA4U)
World History Since the 15th Century (CHY4U)	Nutrition and Health (HFA4U)
Interdisciplinary Studies – Elite Athlete (IDC4UEA)	Ontario Secondary School Literacy Course (OLC4O)
French (FSF4U)	Introductory Kinesiology (PSK4U)
Calculus and Vectors (MCV4U)	Computer Science (ICS4U)
Canadian and World Issues (CGW4U)	

## English as a Second Language Offerings

ESLAO, ESLBO, ESLCO, ESLDO, ELSEO

## Course Descriptions

### The Arts

**STUDENTS MUST EARN ONE COMPULSORY CREDIT IN THE ARTS AND A SECOND COMPULSORY CREDIT IN HEALTH AND PHYSICAL EDUCATION, OR THE ARTS OR BUSINESS STUDIES, OR CO-OP.**

### Integrated Arts

#### ADA10 DRAMA, GRADE 9 (Open)

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

#### ADA20 DRAMA, GRADE 10 (Open)

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

### **AVI10 Visual Arts, Grade 9 (Open)**

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

### **AVI20 Visual Arts, Grade 10 (Open)**

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

### **AVI3M Visual Arts, GRADE 11 (University/College Preparation)**

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design).

**Prerequisite: Visual Arts, Grade 9 or 10, Open**

### **AVI4M Visual Arts, GRADE 11 (University/College Preparation)**

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts. **Prerequisite: Visual Arts, Grade 11, University/College Preparation**

## **Business Studies**

### **BBI10/20 Introduction to Business, Grade 9 and 10 (Open)**

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives. **Prerequisite: None**

### **BAF3M Financial Accounting Fundamentals, Grade 11 (University/College Preparation)**

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a merchandising business, computerized accounting, financial analysis and current issues and ethics in accounting. **Prerequisite: None**

### **BTT10/20 Information and Communication Technology in Business, Grade 9 and 10 (Open)**

*(Not offered during the 2022-2023 year)*

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology. **Prerequisite: None**

### **BOH4M Business Leadership: Management Fundamentals, Grade 12, (University/College Preparation)**

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized. **Prerequisite: None**

### **BAT4M Financial Accounting Principles, Grade 12 (University/College Preparation)**

This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations. **Prerequisite: Financial Accounting Fundamentals Grade 11. University College Preparation - BAF3M**

### **BBB4M International Business Fundamentals, Grade 12 (University/College Preparation)**

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management. **Prerequisite: Any University, U/C, or College preparation course in Business studies or Canadian and world studies**



## Canadian and World Studies

**STUDENTS MUST EARN THE FOLLOWING COMPULSORY CREDITS: ONE CREDIT IN CANADIAN GEOGRAPHY, ONE CREDIT IN CANADIAN HISTORY AND ONE ADDITIONAL CREDIT IN ENGLISH, OR FRENCH AS A SECOND LANGUAGE, OR A NATIVE LANGUAGE, OR A CLASSICAL OR AN INTERNATIONAL LANGUAGE, OR SOCIAL SCIENCE AND THE HUMANITIES, OR CANADIAN WORLD STUDIES, OR GUIDANCE AND CAREER EDUCATION OR CO-OP.**

### Geography

#### **CGC1D Issues in Canadian Geography, Grade 9 (Academic)**

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live.

#### **CGG3O Travel and Tourism: A Geographic Perspective, Grade 11 (Open)**

This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities. **Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied**

#### **CGW4U Canadian & World Issues, Grade 12 (University Preparation)**

This course looks at the global challenge of creating a more sustainable and equitable world. Students will explore a range of issues involving environmental, economic, social, and geopolitical interrelationships, and will examine governmental policies related to these issues. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate these complex issues, including their impact on natural and human communities around the world. **Prerequisite: Any university, university/college or college preparation course in Canadian and world studies, English, or social sciences and humanities**

### History

#### **CHC2D Canadian History since World War I, Grade 10 (Academic)**

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to

apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

### **CHA3U American History, Grade 11 (University Preparation)**

This course traces the social, economic, and political development of the United States from colonial times to the present. Students will explore the historical context of key developments that shaped the United States, its identity and culture, and its role in the global community. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating forces in American history.

**Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied**

### **CHY4U World History since the Fifteenth Century, Grade 12 (University Preparation)**

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history. **Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities**

## **Law and Politics**

### **CHV2O Civics and Citizenship, Grade 10 (Open) (0.5 Credit)**

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

### **CLU3M Canadian Law, Grade 11 (University/College Preparation)**

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them. **Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied**

### **CLN4U Canadian & International Law, Grade 12 (University Preparation)**

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts

of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts. **Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.**

## Economics

### **CIA4U Analyzing Current Economic Issues, Grade 12 (University Preparation)**

This course examines current national and global economic trends and policies from diverse perspectives. Students will explore the impact of choices that individuals and institutions, including governments, make in responding to local, national, and global economic issues such as globalization and global economic inequalities, trade agreements, national debt, taxation, social spending, and consumer debt. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate, and develop informed opinions about, current economic issues and to help them make reasoned economic decisions. **Prerequisite: Any university, university/college or college preparation course in Canadian and world studies, English, or social sciences and humanities**

## English

**COMPULSORY ENGLISH COURSES STUDENTS MUST EARN FOUR CREDITS IN ENGLISH: ONE IN EACH GRADE.**

### **ENG1D English, Grade 9 (Academic)**

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

### **ENG2D English, Grade 10 (Academic)**

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course. **Prerequisite: English, Grade 9, Academic**

### **ELS20 Literacy Skills, Grade 10 (Open)**

*(Not offered during the 2022-2023 year)*

This course is designed to help students strengthen essential reading and writing skills, providing them with the extra literacy support they need in order to graduate. Students will read informational, graphic, and literary texts, with a focus on locating information, identifying main ideas and supporting details, building vocabulary, and consolidating skills in the application of key comprehension strategies. The

course will also help students develop core learning strategies. **Prerequisite: Grade 9 English, Academic or Applied, or a Grade 9 English LDCC (locally developed compulsory credit) course**

### **ENG3U English, Grade 11 (University Preparation)**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory grade 12 university or college preparation course.

**Prerequisite: English, Grade 10, Academic**

### **EPS30 Presentation and Speaking Skills, Grade 11 (Open)**

This course emphasizes the knowledge and skills required to plan and make effective presentations and to speak effectively in both formal and informal contexts, using such forms as reports, speeches, debates, panel discussions, storytelling, recitations, interviews, and multimedia presentations. Students will research and analyse the content and characteristics of convincing speeches and the techniques of effective speakers; design and rehearse presentations for a variety of purposes and audiences; select and use visual and technological aids to enhance their message; and assess the effectiveness of their own and others' presentations. **Prerequisite: English, Grade 10, Academic or Applied**

### **EMS30 Media Studies, Grade 11 (Open)**

*(Not offered during the 2022-2023 year)*

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing. **Prerequisite: English, Grade 10, Academic or Applied**

### **ENG4U English, Grade 12 (University Preparation)**

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college or the workplace. **Prerequisite: English, Grade 11, University Preparation**

### **EWC4U The Writer's Craft, Grade 12 (University Preparation)**

This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their

writing. They will also complete a major paper as part of a creative or analytical independent study project, and investigate opportunities for publication and for writing careers. **Prerequisite: Grade 11 English, University Preparation**

### **OLC40 Ontario Secondary School Literacy Course, Grade 12 (Open)**

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing. **Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. Please see the guidance department to confirm eligibility. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the Principal).**

### **English as a Second Language**

ESL credit courses (ESLAO to ESLEO) are available to English language learners on the ESL credit pathway. Up to three ESL language courses can be applied to the four compulsory English credits required for diploma purposes.

There are five ESL courses based on levels of language proficiency in English. Depending on a learners' previous experience with English, students may be placed in ESL Level 1, 2, 3, 4, or 5.

For example, a student who has been in full-time education in his or her country of origin but who has never studied English would be placed in ESL Level 1. A student who has been in full-time education in his or her own country and has studied some English might be placed in ESL Level 2 or 3 on the basis of the initial English language assessment.

### **ESLAO English as a Second Language Level 1 (Open)**

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

### **ESLBO English as a Second Language Level 2 (Open)**

This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

### **ESLCO English as a Second Language Level 3 (Open)**

This course builds on students' growing literacy and language skills and extends their ability to communicate in English about familiar and school-related topics. Students will make brief oral presentations; improve their literacy skills through a variety of contextualized and supported reading and writing tasks; distinguish between fact and opinion in short written and oral texts; complete short guided research projects; and engage in a variety of cooperative learning activities. The course will also enable students to strengthen and extend their study skills and personal-management strategies and to broaden their understanding of Canadian diversity and citizenship. **Prerequisite: English as a Second Language Level 2 (ELSBO) or equivalent.**

### **ESLDO English as a Second Language Level 4 (Open)**

This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts. **Prerequisite: English as a Second Language Level 3 (ELSCO) or equivalent.**

### **ESLEO English as a Second Language Level 5 (Open)**

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts. **Prerequisite: English as a Second Language Level 4 (ELSDO) or equivalent.**

## **First Nations, Metis and Inuit Studies**

### **NAC20 First Nations, Metis and Inuit in Canada, Grade 10 (Open)**

*(Not offered during the 2022-2023 year)*

This course explores the histories of First Nations, Métis, and Inuit in Canada from precontact to the present day. Students will examine the continuing impact of past social, cultural, economic, political, and legal trends and developments on First Nations, Métis and Inuit individuals and communities. Students will apply the concepts of historical thinking and the historical inquiry process to investigate a range of issues, events, and interactions that have affected First Nations, Métis, and Inuit individuals and communities, including those that continue to affect relations between Indigenous and non-Indigenous peoples in Canada.

## **French as a Second Language**

**STUDENTS MUST EARN ONE CREDIT IN FRENCH. STUDENTS MUST ALSO TAKE ONE ADDITIONAL CREDIT IN ENGLISH OR FRENCH AS A SECOND LANGUAGE, OR A NATIVE LANGUAGE, OR A CLASSICAL OR AN**

## INTERNATIONAL LANGUAGE, OR SOCIAL SCIENCES AND THE HUMANITIES OR CANADIAN AND WORLD STUDIES.

### **FSF1D Core French, Grade 9 (Academic)**

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will continue to develop language knowledge and skills by using language-learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop the skills necessary to become life-long language learners. **Prerequisite: Minimum of 600 hours of elementary Core French instruction, or equivalent**

### **FSF2D Core French, Grade 10 (Academic)**

This course provides opportunities for students to speak French in guided and structured interactive settings. Students will communicate about matters of personal interest and familiar topics through listening, speaking, reading, and writing in real-life situations, using print, oral, visual, and electronic texts. Students will develop a general understanding and appreciation of diverse French-speaking communities, as well as skills necessary for lifelong language learning. **Prerequisite: Core French, Grade 9, Open**

### **FSF3U Core French, Grade 11 (University)**

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite: Core French, Grade 10, Academic**

### **FSF4U Core French, Grade 12 (University)**

This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite: Core French, Grade 11, University Preparation**

## **International Languages**

### **LKMDU Mandarin Level 3 (Open)**

This course offers students opportunities to further develop their knowledge of Mandarin and to enhance their communication skills. Students will use increasingly sophisticated language in a variety of activities that will enable them to speak and write with clarity and accuracy. Students will also enhance their thinking skills through the critical study of literature and continue to explore aspects of the culture of



countries where the language is spoken through a variety of print and technological resources.  
**Prerequisite: International Languages, Level 2, Academic**

## **Guidance and Career Education**

### **GUIDANCE AND CAREER EDUCATION COURSES WILL MEET THE DIPLOMA GROUP 1 REQUIREMENTS**

#### **GLC20 Career Studies, Grade 10 (Open) (0.5 credit)**

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school. Prerequisite: None

#### **GLS10 Learning Strategies, Grade 9 (Open)**

*(Not offered during the 2022-2023 year)*

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

#### **GLE20 Learning Strategies, Grade 10 (Open)**

*(Not offered during the 2022-2023 year)*

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue

## **Healthy Active Living Education**

**STUDENTS MUST EARN ONE CREDIT IN HEALTH AND PHYSICAL EDUCATION AND ONE ADDITIONAL CREDIT IN HEALTH AND PHYSICAL EDUCATION OR THE ARTS OR BUSINESS STUDIES.**

#### **PPL10 Healthy Active Living Education, Grade 9 (Open)**

This course emphasizes students' daily participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement techniques and principles, ways to improve personal fitness and physical competence, and safety/injury-prevention strategies. They will



investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs and will participate in activities designed to develop goal setting, communication, and social skills.

### **PPL20 Healthy Active Living Education, Grade 10 (Open)**

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices.

### **PPL30 Healthy Active Living Education, Grade 11 (Open)**

*(Not offered during the 2022-2023 year)*

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills, and will be given opportunities to practice goal-setting, decision-making, coping, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

### **PPL40 Healthy Active Living Education, Grade 12 (Open)**

*(Not offered during the 2022-2023 year)*

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

### **PAL10 Healthy Living and Large Group Activities (Hockey), Grade 9 (Open)**

This course enables students to further develop the knowledge and skill they need to make healthy choices now and lead healthy, active lives in the future. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by and affects the world around them. Students build their sense of self, learn to interact positively with others and develop their ability to think critically and creatively. Student learning will include application of movement principals to refine their skills, participation in a large group/team sport activity (hockey) that enhances personal competence, fitness and health and the examination of issues related to healthy living.

### **PAL10 Healthy Living and Large Group Activities (Basketball), Grade 9 (Open)**

This course enables students to further develop the knowledge and skill they need to make healthy choices now and lead healthy, active lives in the future. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by and affects the world around them. Students build their sense of self, learn to interact positively with others and

develop their ability to think critically and creatively. Student learning will include application of movement principals to refine their skills, participation in a large group/team sport activity (basketball) that enhances personal competence, fitness and health and the examination of issues related to healthy living.

### **PAL20 Healthy Living and Large Group Activities (Hockey), Grade 10 (Open)**

This course enables students to further develop the knowledge and skill they need to make healthy choices now and lead healthy, active lives in the future. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by and affects the world around them. Students build their sense of self, learn to interact positively with others and develop their ability to think critically and creatively. Student learning will include application of movement principals to refine their skills, participation in a large group/team sport activity (hockey) that enhances personal competence, fitness and health and the examination of issues related to healthy living.

### **PAL20 Healthy Living and Large Group Activities (Basketball), Grade 10 (Open)**

This course enables students to further develop the knowledge and skill they need to make healthy choices now and lead healthy, active lives in the future. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by and affects the world around them. Students build their sense of self, learn to interact positively with others and develop their ability to think critically and creatively. Student learning will include application of movement principals to refine their skills, participation in a large group/team sport activity (basketball) that enhances personal competence, fitness and health and the examination of issues related to healthy living.

### **PAL30 Healthy Living and Large Group Activities (Hockey), Grade 11 (Open)**

This course enables students to further develop the knowledge and skill they need to make healthy choices now and lead healthy, active lives in the future. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by and affects the world around them. Students build their sense of self, learn to interact positively with others and develop their ability to think critically and creatively. Student learning will include application of movement principals to refine their skills, participation in a large group/team sport activity (hockey) that enhances personal competence, fitness and health and the examination of issues related to healthy living.

### **PAL30 Healthy Living and Large Group Activities (Basketball), Grade 11 (Open)**

This course enables students to further develop the knowledge and skill they need to make healthy choices now and lead healthy, active lives in the future. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by and affects the world around them. Students build their sense of self, learn to interact positively with others and develop their ability to think critically and creatively. Student learning will include application of movement principals to refine their skills, participation in a large group/team sport activity (basketball) that enhances personal competence, fitness and health and the examination of issues related to healthy living.

### **PAL40 Healthy Living and Large Group Activities (Hockey), Grade 12 (Open)**

This course enables students to further develop the knowledge and skill they need to make healthy choices now and lead healthy, active lives in the future. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by and affects the world around them. Students build their sense of self, learn to interact positively with others and develop their ability to think critically and creatively. Student learning will include application of movement principals to refine their skills, participation in a large group/team sport activity (hockey) that enhances personal competence, fitness and health and the examination of issues related to healthy living.

### **PAL40 Healthy Living and Large Group Activities (Basketball), Grade 12 (Open)**

This course enables students to further develop the knowledge and skill they need to make healthy choices now and lead healthy, active lives in the future. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by and affects the world around them. Students build their sense of self, learn to interact positively with others and develop their ability to think critically and creatively. Student learning will include application of movement principals to refine their skills, participation in a large group/team sport activity (basketball) that enhances personal competence, fitness and health and the examination of issues related to healthy living.

### **PAF10 Healthy Living and Personal and Fitness Activities (Basketball), Grade 9 (Open)**

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. Student learning will include application of movement principals to refine their skills, participation in a large group/team sport activity (basketball) that enhances personal competence, fitness and health and the examination of issues related to healthy living.

### **PAF10 Healthy Living and Personal and Fitness Activities (Hockey), Grade 9 (Open)**

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. Student learning will include application of movement principals to refine their skills, participation in a large group/team sport activity (hockey) that enhances personal competence, fitness and health and the examination of issues related to healthy living.

### **PAF20 Healthy Living and Personal and Fitness Activities (Basketball), Grade 10 (Open)**

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. Student learning will include application of movement principals to refine their skills, participation in a large group/team sport activity (basketball) that enhances personal competence, fitness and health and the examination of issues related to healthy living.

### **PAF20 Healthy Living and Personal and Fitness Activities (Hockey), Grade 10 (Open)**

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. Student learning will include application of movement principals to refine their skills, participation in a large group/team sport activity (hockey) that enhances personal competence, fitness and health and the examination of issues related to healthy living.

### **PAF30 Healthy Living and Personal and Fitness Activities (Basketball), Grade 11 (Open)**

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. Student learning will include application of movement principals to refine their skills, participation in a large group/team sport activity (basketball) that enhances personal competence, fitness and health and the examination of issues related to healthy living.

### **PAF30 Healthy Living and Personal and Fitness Activities (Hockey), Grade 11 (Open)**

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through

participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. Student learning will include application of movement principals to refine their skills, participation in a large group/team sport activity (hockey) that enhances personal competence, fitness and health and the examination of issues related to healthy living.

### **PAF40 Healthy Living and Personal and Fitness Activities (Basketball), Grade 12 (Open)**

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. Student learning will include application of movement principals to refine their skills, participation in a large group/team sport activity (basketball) that enhances personal competence, fitness and health and the examination of issues related to healthy living.

### **PAF40 Healthy Living and Personal and Fitness Activities (Hockey), Grade 12 (Open)**

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. Student learning will include application of movement principals to refine their skills, participation in a large group/team sport activity (hockey) that enhances personal competence, fitness and health and the examination of issues related to healthy living.

### **PSE4U Exercise Science, Grade 12 (University Preparation)**

*(Not offered during the 2022-2023 year)*

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sports, and the factors that influence an individual's participation in physical activity. The course prepares students for university programs in physical education, kinesiology, recreation, and sports administration. **Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 open course in health and physical education**

### **PLF4M Healthy Active Living Leadership, Grade 12 (University/College Preparation)**

This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership. **Prerequisite:** Any health and physical education course

### **PSK4U Introductory Kinesiology, Grade 12 (University Preparation)**

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sports, and the factors that influence an individual's participation in physical activity. The course prepares students for university programs in physical education, kinesiology, recreation, and sports administration.

**Prerequisite:** Any Grade 11 U or U/C course in science, or any Grade 11 or 12 O course in Health and Physical Education. Recommended background-SBI3U

## **Computer Studies**

**STUDENTS MUST TAKE ONE ADDITIONAL CREDIT IN INFORMATION TECHNOLOGY, TECHNOLOGY OR SCIENCE (GRADE 11 OR 12), OR CO-OP TO SATISFY THE GROUP THREE REQUIREMENT**

### **ICS3U Introduction to Computer Science, Grade 11, (University Preparation)**

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development lifecycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

### **ICS4U Computer Science, Grade 12, (University Preparation)**

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field. **Prerequisite:** Introduction to Computer Science, Grade 11, University Preparation

## Interdisciplinary Studies

### Overview

The interdisciplinary studies program is one of a number of specialized programs that can provide students with a particular curriculum focus to help them meet diploma requirements and make the transition to postsecondary destinations. The following interdisciplinary studies courses are offered in Grades 11 and 12: Interdisciplinary Studies, Grade 11, Open; Interdisciplinary Studies, Grade 12, University Preparation; and Interdisciplinary Studies, Grade 12, Open. Interdisciplinary studies courses provide students with opportunities to understand the diverse perspectives of and the links among discrete subjects/disciplines and to develop their knowledge and skills beyond the scope of individual disciplines to solve problems, make decisions, and present new findings. Students will integrate general interdisciplinary concepts, skills, models, resources, technologies, and strategies with specific content and approaches from diverse areas of the curriculum, which can be adapted to reflect the context of the specific interdisciplinary studies courses or packages of courses. An important emphasis will be placed on developing information literacy, applying comprehensive research skills and knowledge, and synthesizing methodologies and insights from a variety of disciplines to develop critical- and creative-thinking skills. Interdisciplinary studies courses can be offered in two models: single-credit interdisciplinary studies courses and interdisciplinary studies packages of courses, as outlined below. **Students may take a maximum of three interdisciplinary studies courses – one each of Interdisciplinary Studies, Grade 11; Interdisciplinary Studies, Grade 12, University Preparation; and Interdisciplinary Studies, Grade 12, Open. This restriction applies to all courses, whether they are single-credit interdisciplinary studies courses or interdisciplinary studies courses within a package.**

### IDC4UEA Elite Athlete, Grade 12 (University Preparation)

Insert info

### IDC4USM Sports Management, Grade 12 (University Preparation) - In Development

## Mathematics

**STUDENTS MUST EARN THREE CREDITS IN MATHEMATICS WITH AT LEAST ONE CREDIT IN GRADE 11 OR 12.**

### MTH1W Mathematics, Grade 9 (De-streamed)

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning as they solve problems and communicate their thinking. **Prerequisite: none**

### MPM2D Principles of Mathematics, Grade 10 (Academic)

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify



properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multistep problems.

**Prerequisite: Principles of Mathematics, Grade 9, Academic or Mathematics Transfer Course**

### **MCR3U Functions, Grade 11 (University Preparation)**

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. **Prerequisite: Principles of Mathematics, Grade 10, Academic**

### **MCF3M Functions and Applications, Grade 11 (University/College Preparation)**

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modeling realworld situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to financial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

**Prerequisite: Principles of Mathematics, Grade 10, Academic or Foundations of Mathematics, Grade 10, Applied**

### **MHF4U Advanced Functions, Grade 12 (University Preparation)**

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students who plan to study mathematics before proceeding to any one of the varieties of university programs. **Prerequisite: Functions, Grade 11, University Preparation or Mathematics for College Technology, Grade 12, College Preparation. Recommended – 75%+ in MCR3U**

### **MCV4U Calculus and Vectors, Grade 12, (University Preparation)**

This course builds on student's previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions; and apply these concepts and skills to modeling of real-world relationships. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering. **Prerequisite/Corequisite: Advanced Functions, Grade 12, University Preparation. Recommended – 75%+ in MCR3U**

### **MDM4U Mathematics of Data Management, Grade 12 (University Preparation)**

This course broadens students' understanding of mathematics as it relates to managing information. Students will apply methods for organizing large amounts of information; solve problems involving



counting techniques, probability, and statistics; and carry out a culminating project that integrates the expectations of the course. Students will continue to develop the mathematical processes necessary for success in senior mathematics. Students planning to pursue university programs in business, the social sciences, and the humanities will find this course of particular interest. **Prerequisite: Functions, Grade 11 University Preparation or Functions and Applications, Grade 11**

## Science

**STUDENTS MUST EARN 2 CREDITS IN SCIENCE.**

### **SNC1W Science, Grade 9, (De-streamed)**

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

### **SNC2D Science, Grade 10, (Academic)**

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter. **Prerequisite: Science, Grade 9, Academic or Applied**

### **SVN3M Environmental Science, Grade 11, (University Preparation)**

*(Not offered during the 2022-2023 year)*

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas. **Prerequisite: Grade 10 Science, Academic or Applied**

### **SES4U Earth and Space Science Grade 12, (University Preparation)**

*(Not offered during the 2022-2023 year)*

This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how

they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence. **Prerequisite: Grade 10 Science, Academic**

## **Biology**

### **SBI3U Biology, Grade 11, (University Preparation)**

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation. **Prerequisite: Science, Grade 10, Academic**

### **SBI4U Biology, Grade 12, (University Preparation)**

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields. **Prerequisite: Biology, Grade 11, University Preparation**

## **Chemistry**

### **SCH3U Chemistry, Grade 11, (University Preparation)**

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment. **Prerequisite: Science, Grade 10, Academic**

### **SCH4U Chemistry, Grade 12, (University Preparation)**

This course enables students to deepen their understanding of chemistry through the study of **organic** chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment. **Prerequisite: Chemistry, Grade 11, University Preparation**

## **Physics**

### **SPH3U Physics, Grade 11, (University Preparation)**

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the

properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. **Prerequisite: Science, Grade 10, Academic**

### **SPH4U Physics, Grade 12, (University Preparation)**

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment. **Prerequisite: Physics, Grade 11, University Preparation**

## **Social Sciences and the Humanities**

**STUDENTS MUST TAKE ONE ADDITIONAL CREDIT IN ENGLISH, OR FRENCH AS A SECOND LANGUAGE, OR A NATIVE LANGUAGE, OR A CLASSICAL OR AN INTERNATIONAL LANGUAGE, OR SOCIAL SCIENCE AND THE HUMANITIES OR, GUIDANCE AND CAREER EDUCATION, OR CO-OP.**

### **HIF10/20 Exploring Family Studies, Grade 9 and 10 (Open)**

This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources. **Prerequisite: None**

### **HFN10/20 Food and Nutrition, Grade 9 and 10 (Open)**

This course explores the factors that affect attitudes and decisions about food, examines current issues of body image and food marketing, and is grounded in the scientific study of nutrition. Students will learn how to make informed food choices and how to prepare foods, and will investigate our Canadian food heritage and food industries, as well as global food issues. The course also introduces students to research skills related to food and nutrition.

### **HFC3M Food and Culture, Grade 11 (University/College Preparation)**

*(Not offered during the 2022-2023 year)*

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world.

### **HFA4U Nutrition and Health, Grade 12 (University Preparation)**

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health. **Prerequisite: Any University or University/College course in Canadian and world studies, English, or social sciences and humanities.**

### **HSP3U Introduction to Anthropology, Sociology and Psychology, Grade 11 (University)**

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines. **Prerequisite: English Grade 10, Academic (ENG2D), or a Grade 10 academic history course (Canadian and world studies)**

### **HSB4U Challenge and Change in Society, Grade 12 (University Preparation)**

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change. **Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies**

### **HHS4U Families in Canada, Grade 12 (University Preparation)**

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships. **Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies**

## **Alternative learning**

Students at FEIA may wish to earn credits towards the Ontario Secondary School Diploma in ways outside the traditional classroom setting, as outlined in the following sections.

## Prior Learning Assessment and Recognition (PLAR)

### Responsibilities of School Principals

Students who are eligible for **Foreign Equivalency Credits** are those who transfer to Ontario secondary schools from non-inspected private schools or from schools outside Ontario. Equivalency credits are granted for **placement** and are based upon a student's successful school work and final completion of particular courses and a completed school semester or a completed school year. The Principal of the receiving school will, in the process of deciding where the student should be placed, determine as equitably as possible, the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned. In establishing equivalency for students for placement purposes, Principals will determine the number of credits, including compulsory credits, that the student must earn, as well as other diploma requirements that the student must satisfy, in order to qualify for the secondary school diploma.

Prior learning includes knowledge and skills that pupils have obtained both in and out of school. To that end, when such learning has occurred outside of an Ontario secondary school, these students may have these skills evaluated against the expectations outlined in provincial curriculum documents in order to earn credits towards the Ontario Secondary School Diploma. **This formal evaluation and accreditation process is known as PLAR, Prior Learning Assessment and Recognition.** PLAR Procedures are carried out under the direction of the school Principal, who grants credit. **Prior Learning Assessment and Recognition (PLAR) has a specific function** in the Ontario secondary school programme. For students who are under the age of eighteen, or are eighteen or over, but who have not left high school for a year or more, a maximum of four credits may be granted through **the challenge** process for Grade 10, 11 and 12 courses, with no more than two in one subject area.

A student is eligible to challenge credits that have not been completed or attempted through previous enrolment in the past four years. The pupil will be granted only one opportunity to challenge for a specific course.

For more information on the PLAR process, please speak with FEIA administrative staff. The Ministry of Education policy can be accessed at:

<http://www.edu.gov.on.ca/extra/eng/ppm/129.html>

### Independent Learning Centre (ILC)

Secondary school credit courses are available through the **Independent Learning Centre (ILC)**. Courses offered are courses from the curriculum policy documents and will enable students to fulfill the requirements for an Ontario Secondary School Diploma. ILC courses follow a blended learning model, combining print and online components with support from secondary school teachers certified through the Ontario College of Teachers (OCT). When a student has taken a Grade 11 or 12 ILC course, or successfully completed a Grade 9 or 10 ILC course, the Principal of the school which holds the student's Ontario Student Record will record his or her achievement on the Ontario Student Transcript. Information about eligibility, enrolment procedures, and course offerings may be found at the ILC website: <https://ilc.tvo.org/>

### **Experiential Learning**

Experiential learning programs may be part of the delivery of the curriculum in all disciplines. Such programs provide students with opportunities to see how their classroom learning applies in a workplace setting and allow them to explore a career of interest as they plan a pathway through secondary school to their postsecondary destination. Experiential learning programs include job shadowing and job twinning, which may start in Grades 7 and 8, and work experience and cooperative education, which are offered in secondary school.

### **Cooperative Education**

Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community. These programs complement students' academic programs and are valuable for all students, whatever their postsecondary destination. A cooperative education program comprises, at a minimum, one cooperative education course and its related course on which the cooperative education course is based. Any course from an Ontario curriculum policy document or any ministry-approved locally developed course may serve as the related course for a cooperative education program.

In their cooperative education program, students may earn a minimum of one and a maximum of two cooperative education credits for each related course, whether it is a full- or half-credit course. If the related course is a multiple-credit course, a student may earn a maximum of two co-op credits for each credit earned in the related course.

The cooperative education course consists of a classroom component and a placement component. The classroom component includes pre-placement sessions and classroom integration sessions. The pre-placement sessions prepare students for the workplace and include instruction in areas of key importance, such as health and safety. The classroom integration sessions provide opportunities for students to reflect on and reinforce their learning in the workplace as the program progresses. A personalized placement learning plan (PPLP) must be developed for all students in a cooperative education program. A student's progress in achieving the curriculum expectations and in meeting the requirements identified in the PPLP must be assessed and evaluated by a teacher through regular workplace monitoring meetings with the student and the student's workplace supervisor.

School boards must ensure that cooperative education programs are available to all interested students who are considered ready to undertake learning in the workplace, including students with special education needs. Boards should also ensure that the programs are offered through a variety of delivery models, such as full-day programs, half-day programs, programs that allow for continuous intake, summer school programs, and night school programs, in order to meet the range of needs of the students and their local community.

### **Work Experience**

Work experience is a component of a course that provides students with a learning opportunity in the workplace for a limited period of time – from one to four weeks. Some requirements for work experience mirror those for cooperative education programs.

Student preparation must include instruction related to job-readiness skills, health and safety procedures in the workplace, and school and placement expectations. A work experience learning plan (WELP) based on the curriculum expectations of the unit(s) in which the work experience occurs must be developed in collaboration with the participating placement supervisor. Students should be monitored at least once at their placement to ensure that their learning is consistent with the WELP. Students should be provided with opportunities to analyse their work experience and integrate it with their in-school learning.

### **Job Shadowing and Job Twinning**

Job shadowing and job twinning may be offered to students from Grade 7 to Grade 12 as part of curriculum delivery and as part of the career development program.

Job shadowing allows a student to spend one-half to one day (or, in some cases, up to three days) observing a worker in a specific occupation. Job twinning provides the opportunity for the student to observe a cooperative education student at his or her placement for one-half to one day.

The preparation of students for job shadowing and job twinning should include instruction related to workplace expectations and health and safety requirements. Students should be given the opportunity to reflect on their experience and the learning that has occurred.

Schools are responsible for ensuring the selection of appropriate placements in safe work environments. A Work Education Agreement form must be completed for a job shadowing or job twinning experience that lasts for more than one day if the student is fourteen years of age or older.

### **Independent Study**

A teacher may allow a student to work towards a credit through independent study. The teacher is responsible for assigning course components, suggesting resources and assessing the student's achievement. The total work involved must be equivalent to that expected in the time scheduled for the course. Courses delivered through the Independent Learning Centre may form part of independent study.

### **Private Study**

Fort Erie International Academy facilitates private study when:

- a) a student is deemed to have valid reasons for not attending classes or;
- b) the regular timetable does not offer the course. Students' progress is closely monitored and work is carefully evaluated. ILC courses may form part of the private study program.



### Summer School

Summer school courses may be available for students who wish to earn additional credits, repeat courses they have unsuccessfully completed, improve their achievement in a course or to take transfer courses. See the Guidance department at the school for details.

### E-Learning

The term *e-learning* refers to the use of electronic technologies to support learning and teaching. It includes the use of computer-based learning modules, internet-based courses, threaded discussions, video conferencing, electronic whiteboards, digital projectors, chat rooms, e-mail, and more. In response to recent government initiatives, FEIA has developed online courses to meet the diploma requirements of its students. FEIA introduced e-learning in 2021-22 to offer a new learning opportunity to its students, including online credit courses and online resources for the classroom delivery of learning programs. For any credit course delivered online, all of the curriculum expectations for the course will be accounted for, and assessment, evaluation, and reporting will be undertaken in accordance with policies outlined in ***Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12 (2010)***.

### External Music Credits

FEIA students who are engaged in private music studies will be eligible for a maximum of two secondary school external music credits. The student must submit an original of the grade report with marks which the school will photocopy. Grade 7 Practical plus Grade 1 Rudiments will qualify a student for a Grade 11 External Music credit. Grade 8 Practical plus Grade 2 Rudiments will qualify a student for a Grade 12 External Music credit. In each case, the grade entered on the OST will be an average of the two component grades.



## In Development

### Advanced Placement Courses

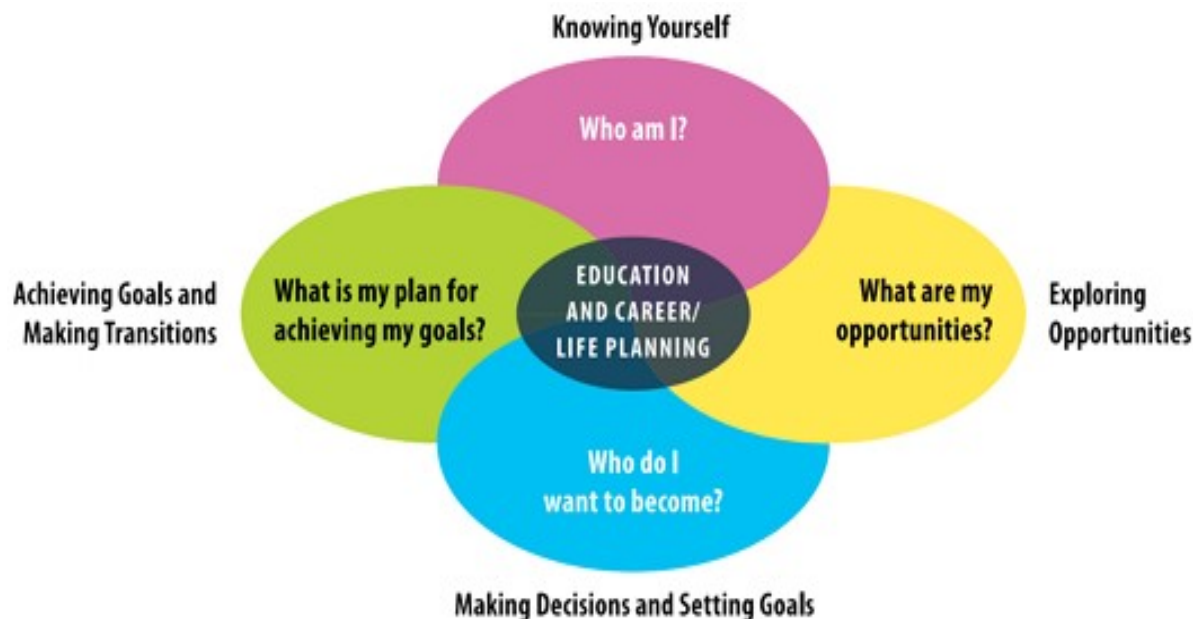


AP is a program in the United States and Canada created by the College Board which offers college-level curricula and examinations to high school students in a wide variety of subjects. American colleges and universities may grant placement and course credit to students who obtain high scores on the examinations. Most schools have an AP credit policy that states both the maximum number of university credits a student may earn through AP testing (often 2 – 3, but sometimes more) as well as the minimum score required to earn a university credit (usually a 4 or a 5 out of 5). Students should only take AP courses in subject areas at which they excel, for AP exams require a high level of competence in a given field. Students who select AP in courses that do not meet their strengths may feel overwhelmed by its challenging workload. However, taking AP courses comes with multiple benefits, including:

- a university course credit;
- preparation for university workloads;
- increased interest in and knowledge of a given subject.

**NOTE: FEIA will be developing an Advanced Placement program in the near future**

## SECTION IV: GUIDANCE AND CAREER DEVELOPMENT



### My Blueprint

**All FEIA students** in grades 7-12 will develop an Individual Destination Plan (IDP) that they will review and revise at least twice each year to reflect changes in their interests and planned destinations. This will assist them in both long-term Career and Life planning and set the parameters for the course selection process. The Guidance and Career Education Department at FEIA offers a wide range of services and information, courses and transition programming.

The Principal and the administration at Fort Erie International Academy will provide the following services:

- counsel students in planning for graduation and beyond;
- assistance with course selection;
- process timetable changes;
- instruction in on-line application to post-secondary institutions;
- prepare student transcripts;
- maintain Ontario Student Records (OSR);
- counselling – social/emotional;
- liaison with post-secondary institutions;
- community agency referrals;
- assist in preparation of the course calendars;
- maintain post-secondary school information and career files;
- provide information about alternative learning opportunities locally, and online;

- conduct group guidance sessions with all students to discuss education and career planning.

Under the direction of the Principal, FEIA will develop and implement a guidance and career education program. The goals of this program are to assist students in acquiring the knowledge and skills required to learn effectively, live and work cooperatively and productively with a wide range of people, and set and pursue education and career goals. The guidance and career education program has three areas of learning – **student development** (i.e., the development of habits and skills necessary for learning), **interpersonal development** (i.e., the development of the knowledge and skills needed in getting along with others), and **career development** (i.e., the development of the knowledge and skills needed to set short-term and long-term goals in planning for the future).

Two of the three areas of learning – student development and interpersonal development – are integrated within the learning skills and work habits described in ***Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12***. For each of the learning skills and work habits, the document provides examples of associated behaviours, which are designed to guide teachers in the instruction, assessment, and evaluation of the learning skills and work habits.

The third area of learning – career development – helps students reflect critically on their strengths, needs, and interests, set goals, and identify learning opportunities and strategies to achieve their goals. The career development competencies are “knowing self”, “exploring opportunities”, “making decisions”, and “preparing for change and making transitions”. The policy document ***Choices into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools*** describes these competencies and provides examples of associated behaviours to guide teachers in the integration of these competencies within the delivery of the Ontario curriculum in all disciplines. Each campus will offer a range of career exploration activities to support students in the development of these competencies. At FEIA, teachers encourage their students to set goals to improve their work and to review the success of their personal efforts and choices. Starting in Grade 9, students also track the growth of their career development competencies and plan for their future. Students will be assisted by school administrators in the reviewing, and revising of their “Plan” on a bi-yearly basis.

## **Guidance and Career Education Courses:**

### **Grade 9 Skills for Success, GLS10 (1 credit, elective)**

This course will assist students with the transition to high school by equipping them with the skills that they will need to be successful in high school. Study skills, communication skills and team work skills are among the topics covered in this course.

### **Grade 10 Career Studies, GLC 20 (0.5 credit, compulsory)**

This course provides students with an opportunity to learn about their skills and interests, to set educational and career goals, to explore different types of work and to prepare for their post secondary destination.

For more information on these courses, please go

to: <http://www.edu.gov.on.ca/eng/curriculum/secondary/guidance910currb.pdf>

### **Student Success Support**

The Ministry of Education “Student Success” initiative provides additional support to students who experience difficulties in school for a variety of reasons. The focus of the support is to improve the literacy and numeracy skills of all students, to ensure a smooth transition from grade 8 to 9 and then from secondary school to both post-secondary education and the work place, and to develop programs within schools which prepare students for their selected destination. Student Success programs at FEIA include credit reclamation and transition programs for students as they enter and graduate from secondary school.

### **Special Provisions Available to Exceptional Students**

The Ontario Ministry of Education recognizes five areas of exceptionality: behaviour, communication, intellectual, physical, and multiple – for which provisions will be made. The needs of a student with exceptionality are specified by an **Identification, Placement and Review Committee** of the Board of origin (if publicly funded) or by the Guidance Department of their private or independent school of origin.

### **What is an Individual Education Plan (IEP)?**

The IEP is a written plan describing the special education program and/or involvements required by a particular student, based on a thorough assessment of the student’s strengths and needs. An IEP is developed for every student identified as exceptional by an Identification, Placement and Review Committee (IPRC). In addition, an IEP may be developed for a student who has not been formally identified as exceptional but who requires a special education program and/or involvement.

### **An Explanation of Modifications and Accommodations**

Students may require specific interventions in school courses in order to achieve academic success. Program modifications involve changes to the grade-level expectations in the Ontario curriculum, and therefore modify the course material. This may include a reduction in course material or a shift in course level to support learning. Accommodations are supports or involvements that will help the student access the curriculum and demonstrate learning. For example: extra time, oral assessment, or preferential seating.

### Resource Support

At FEIA, support is available to students who have an IEP, or who have been identified as requiring special education support through the in-school identification process. Students may access support during their regularly scheduled classes or in pre or post class sessions with their teachers. All support is provided in a small group or on a one-to-one basis. Resources available include:

- print materials for skill development
- text and concrete materials for re-teaching and practicing concepts
- staff assistance with academic courses and life skills development (time management, organization, etc.)

### Academic Planning

While University and Program admission requirements may vary between universities, the following are listed as a guide. For individual University and Program requirements, please consult the INFO book, published annually by the Ontario Universities' Application Centre <http://www.electronicinfo.ca/en/index.php?j=1>) or the individual university calendars or websites <http://www.ouac.on.ca/101/101-unilinks.html>.

In general, university admission requirements include successful completion of the Ontario Secondary School Diploma (OSSD) including a minimum of six Grade 12 U or M courses. ENG 4U is required for all programs

<b>PROGRAM</b>	<b>SAMPLE SUBJECT PREREQUISITE UNIVERSITY PREPARATION (U) AND UNIVERSITY/COLLEGE PREPARATION COURSES (M)</b>
<b>ARTS, SOCIAL SCIENCES OR HUMANITIES</b>	ENG4U + 5 additional grade 12 U or M courses; Social Sciences may require 1 or more of MDM4U, MHF4U and/or MCV4U
<b>APPLIED SCIENCE AND ENGINEERING</b>	ENG4U, MHF4U, MCV4U, SCH4U, SPH4U + 1 additional grade 12 U or M courses
<b>BUSINESS AND COMMERCE</b>	ENG4U, MHF4U, MCV4U and/or MDM4U, MCV4U plus 3 additional grade 12 U or M courses
<b>SCIENCES AND MATHEMATICS</b>	ENG4U, MHF4U, MCV4U plus 3 additional grade 12 U or M courses

### Potential University or College Selections Sample Worksheet

<b>POTENTIAL PROGRAM CHOICES</b>	<b>Grade 12 University /College Preparation Courses REQUIRED/PLANNED</b>	
	<b>1.</b>	<b>7.</b>
	<b>2.</b>	<b>8.</b>
	<b>3.</b>	<b>9.</b>
	<b>4.</b>	<b>10.</b>

	<b>5.</b>	<b>11.</b>
	<b>6.</b>	<b>12.</b>

### Sample Course Selection

	Grade 9	Grade 10	Grade 11	Grade 12
1	ENG1D	ENG2D	ENG3U	ENG4U
2	CGC1D	CHC2D	MCR3U OR MCF3M	
3	MPM1D	MPM2D	SENIOR SCIENCE	
4	SNC1D	SNC2D		
5	PPL1O	CHV2O AND GLC2O		
6	AVI1O			
7	FSF1D			
8	GLS1O			

**Note:** Select at least one course from two of the following four subject groupings:

- The Arts • Canadian & World Studies / Humanities & Social Sciences
- Languages • Mathematics, Sciences & Technology

### Path to the Ontario Secondary School Diploma

NUMBER OF CREDITS 30 credits required	GRADE 9 Minimum 8 courses	GRADE 10 Minimum 8 courses	GRADE 11 Minimum 8 courses	GRADE 12 Minimum 6 courses
4	English 9 ENG1D	English 10 ENG2D	English 11 ENG2D	English 12 ENG4U
3	Math 9 MPM1D	Math 10 MPM2D	Math 11 MCR3U or MCF3M	
2	Science 9 SNC1D	Science 10 SNC2D		
2	Canadian Geography 9 CGC1D	Canadian History 10 CHC2D		
1	Health & Physical Education 9 PPL1O	Civics & Career 10 CHV2O & GLC2O English		
1	French 9 FSF1D			
1	Integrated Arts ALC2O			
1				
1	(Group 1) 1 additional credit in English, or French as a second language**, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education			
1	(Group 2) 1 additional credit in health and physical education, or the arts, or business studies, or French as a second language**, or cooperative education			

1	(Group 3) 1 additional credit in science (Grade 11 or 12), or technological education, or French as a second language**, or computer studies, or cooperative education
12	A minimum of 12 Elective Credits
	Pass the Ontario Secondary School Literacy Test Completion of a minimum of 40 Hours of Community Involvement
	A minimum of 12 Elective Credits
	** In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3. ***A maximum of 2 credits in cooperative education can count as compulsory credits.

**When selecting compulsory and elective courses you should always consult university/college programs to make sure you are taking the proper prerequisites for the program you wish to study. Check [www.electronicinfo.ca](http://www.electronicinfo.ca) or [www.ontariocolleges.ca](http://www.ontariocolleges.ca).**

### **Code of Conduct**

Fort Erie International Academy (FEIA) recognizes that students achieve their best when they feel safe, nurtured, welcomed, respected and included. We are committed to providing a healthy learning and working environment that supports student success by promoting responsibility, respect, civility, academic excellence and good citizenship. For learning to be successful, schools must be free of negative factors such as bullying, discrimination, intimidation, hateful words and actions, as well as physical violence in any form.

We believe that parents, the school and community must all work together to help students learn to become responsible members of society, being sensitive to the diversity, cultural and special needs of individual students. We must clearly demonstrate respect for social justice and human rights, and promote the values needed to develop responsible members of a democratic society.

### **RESPONSIBILITIES**

The FEIA Code of Conduct applies to all members of the school community including students, parents, guardians, volunteers, visitors and school staff, whether they are on school property, on school buses, at school-authorized events or activities, or in any other situation in the community that may impact the school climate. It aligns with and supports Ontario's Equity and Inclusive Education Strategy, and Antiracism and Ethnocultural Equity policy.

All members of the school community have a responsibility to respect and honour the school Code of Conduct, to demonstrate age and developmentally appropriate social behaviour and to take responsibility for their own actions.

#### **All members of the school community are expected to:**

- demonstrate honesty and integrity
- treat one another with dignity, respect and fairness, regardless of their race, ancestry, place of origin, colour, ethnicity, citizenship, religion, gender, gender

identity, sexual orientation, age, ability, socioeconomic status, or any other attribute

- take appropriate action to help those in need, seeking assistance to resolve conflict constructively and respectfully
- show proper care and regard for school property and the property of others

#### **Parent and guardian responsibilities include:**

- taking an active role in their son/daughter's education by ensuring that he/she is prepared for learning; including punctual and regular attendance, promptly reporting authorized absences and late arrivals, and ongoing communication with the school
- reviewing the school Code of Conduct with their son/daughter and helping him/her follow and understand school rules
- helping their child understand that it is not appropriate to tease or bully others
- monitoring internet use and taking responsibility for his/her behaviour when accessing electronic resources from home

#### **Student responsibilities include:**

- demonstrating a commitment to learning through punctual and regular attendance, being prepared and ready to learn
- practicing honesty and integrity including, but not limited to, avoiding plagiarism, misrepresentation of original work, use of unauthorized aids, theft of evaluation instruments, or false representation of identity
- following school rules and taking responsibility for his/her own actions
- refraining from bringing to school, or using anything inappropriately, that may risk the safety of themselves or others
- showing proper care and regard for school and community property, as well as only visiting other schools for authorized school-related activities

#### **Staff responsibilities include:**

- helping students: achieve to the best of their ability, develop self-worth, and be responsible citizens
- maintaining order in the school and holding all to the highest standards of respectful and responsible behaviour
- communicating regularly and meaningfully with parents/guardians
- establishing a range of clear, fair and developmentally appropriate interventions, supports, direct skill instruction and consequences for unacceptable behaviour



including but not limited to homophobia, gender-based violence, sexual harassment and inappropriate sexual behaviour

- responding to and reporting behaviours which may have a negative impact on school climate

### **PROGRESSIVE DISCIPLINE**

We encourage, support and recognize acceptable behaviour in our students through a variety of positive practices. Progressive discipline is an approach that makes use of a continuum of interventions, supports and consequences, building upon strategies that promote positive behaviours.

We encourage students to take responsibility for their behaviour and to accept the consequences of their actions. A progressive discipline approach will be used to deal with inappropriate behaviour. This may include: oral reminders, review of expectations, contact with parent(s)/guardian(s), written reflection, volunteer services to the school community, conflict mediation and resolution, peer mentoring, and/or referral for support services.

We recognize that each student is a unique individual and that every situation that requires disciplinary action has its own set of extenuating circumstances. All factors that may have affected the student's behaviour will be considered before progressive discipline is applied. Students who behave inappropriately will receive an age and developmentally appropriate consequence. For a student with special education or disability-related needs, all progressive discipline approaches will be consistent with his/her Individual Education Plan and his/her demonstrated abilities.

### **SUSPENSION AND EXPLUSION**

FEIA also supports the use of suspension and expulsion for serious incidents. Before considering whether to impose a suspension or make a recommendation for an expulsion, a principal must consider mitigating and other factors.

**The behaviours for which a principal may consider suspending a student include but are not limited to:**

- academic dishonesty
- swearing (written or verbal) at a teacher or at another person in a position of authority,
- bullying,
- uttering a threat to inflict serious bodily harm on another person,
- damaging or destroying school property,
- improper/unethical use of technology including computer hacking and cyber bullying
- possessing alcohol or restricted drugs,

- being under the influence of alcohol and/or restricted drugs • committing any act, considered by the principal to:
  - have a negative impact on the moral tone of the school
  - have a negative impact on the physical or mental well-being of one or more school community members
  - be contrary to FEIA's Code of Conduct

**Incidents for which a principal will consider recommending to the Discipline Committee that a student be expelled include:**

- physically assaulting another person causing bodily harm that requires medical treatment,
- possessing a weapon or using a weapon to threaten or frighten another person,
- trafficking in restricted drugs or weapons,
- giving alcohol to a minor,
- committing robbery, • committing sexual assault,
- behaviour that:
  - is significantly detrimental to the school climate and/or to the physical or mental well-being of others
  - causes extensive damage to school property
  - causes his/her continued presence at the school to pose an unacceptable risk to other members of the school community
  - a pattern of behaviour so inappropriate that the student's continued presence is detrimental to the effective learning or working environment of others
  - demonstrates a persistent resistance to changes in behaviour that would enable him/her to be successful
  - is a serious violation of FEIA's Code of Conduct